FOOTHILL-DE ANZA
Community College District

Foothill - De Anza Community College District

INFORMATION TECHNOLOGY STRATEGIC PLAN
2005-2010

Prepared by
Educational Technology Advisory Committee
(ETAC)

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FOOTHILL-DE ANZA COMMUNITY COLLEGE DISTRICT
INFORMATION TECHNOLOGY STRATEGIC PLAN
2000-2003

I.   Introduction: The Context for Information Technology Planning at Foothill-De Anza Community College District

In June of 1996, the District published a District Strategic Technology Plan that guided its efforts in the late 1990s. Then again in 2000, with the assistance of Collegis, Inc., a second, updated plan was produced with the guidance of the Educational Technology Advisory Committee (ETAC). The 2000 Information Technology Strategic Plan began with the following statement about the Foothill-De Anza Community College District:

> *The Foothill-De Anza Community College District has long been nationally regarded for its innovative uses of technology. Much of the District's national reputation has been fueled by the initiative of faculty and staff who are committed to serving students in ways that increase student learning and access through the application of information technology. The desire of the District to "maintain and claim status as a premier learning institution in the 21st Century," requires the District to build upon such initiative by developing and implementing specific technology-related plans which can provide a roadmap for the future.*

Much progress has been made in accomplishing the goals laid out in both plans with regard to staffing, infrastructure, additional hardware and software, as well as an improved organizational structure. However, since the 2000 plan there have been significant challenges that have slowed its implementation. For example, the budget cuts in 2003 set back technology efforts in the district, particularly in the areas of learning technologies and the planning process for a new educational information system (commonly referred to in the district at the "admin system," or among the technical cognoscenti as an ERP). The concern about more budget cuts to come has tempered the enthusiasm for being on the "cutting edge" of technology in the district. However, there is general recognition among the members of ETAC that there is a clear need for the district to move forward in several areas of technology. Those areas are laid out in this plan.

ETAC recognized early in the development of this plan that the process used for the development of the 2000 Technology Strategic Plan was an effective method to follow in the development of a new plan for 2005. The goal of the planning process was to develop an information technology strategic plan that aligned with the mission, vision, and culture of the District, as a whole, and with the two colleges that make up the District, Foothill College and De Anza College.

ETAC is the participatory governance group that advises the Vice Chancellor of Technology on matters of policy and makes specific recommendations to the Chancellor's Advisory Council on the use of technology throughout the district with regard to both ongoing activities and future direction. It consists of representatives from each of the constituency groups within the district, including students, staff, faculty, and managers, representing each of the primary sites in the district, Foothill, De Anza, and Central Services. A current list of ETAC members is available on the web at http://ets.fhda.edu/etac/committee_members.

This plan would not be possible without the thoughtful input of those who served on ETAC during its development, as well as those who provided guidance to them as the process moved forward. A list of those who served on ETAC during the development of this plan can be found in the Appendix.

II.   The Strategic Planning Process

The purpose of effective information technology strategic planning is to tie institutional priorities to technology trends and goals. This approach to IT planning looks at strategic planning as a process that seeks to clarify what the organization is, what it wants to be and how it can successfully make the transition. The focus of this planning process has been on the needs of the various stakeholders of the institution, particularly students, faculty and staff, rather than on technology itself or the information technology organization (ETS). The goal of the planning process is to align the plan with the District's vision, mission and goals, and focus on what the District needs to do with technology rather than on what technology the District needs to buy. This technology plan seeks to provide directions and a management strategy within the context of changing internal and external environments, while it sets the philosophy and direction for the use of information technology within the District.

The planning process used for the development of this strategic plan is based on the methodology used for the 2000 plan. That plan was a modification of the methodology described in *Organizational Transition, 2nd* edition, by Beckhard and Harris and is based upon the principle that:

> ". . . a core dilemma for executives and leaders is how to maintain stability in their organizations and, at the same time, provide creative adaptation to outside forces; stimulate innovation; and change assumptions, technology, working methods, roles and responsibilities, and the culture of the organization itself." (*Organizational Transitions*, p. 1)

The planning approach that was adapted for use, from the methodology proposed by Beckhard and Harris, requires the following steps:

- Development of a "future state" vision of how the use of information technology, in its broadest definition, should add value in support of the District's and the colleges' vision, mission and goals.
- Development of guiding principles that should govern the decisions and actions of the organization.
- Development of planning assumptions which detail the environment in which the District and the colleges currently exist.
- Development of goals and strategies to enable the District and the colleges to move forward toward the desired "future state" in accordance with the guiding principles.

The planning process began during the Spring term of the 2003-04 academic year and proceeded through the winter term of 2005. At virtually every ETAC meeting during this time period a specific activity related to development of the plan took place. (There were no ETAC meetings during the Summer term, 2004.) ETAC members were asked to share the process and development of the plan with their constituency groups, and to solicit input from them, on a

regular basis. Occasionally, members were also asked to do activities between meetings to provide more information or edit some verbiage of the final plan.

III.   Our Information Technology Vision

The first step in the planning process was to develop a vision of the future state of the district. ETAC membership agreed that they envision a future in which students actively participate in learning without boundaries of time or place. They saw a future in which students are technologically savvy and the staff and full-time and adjunct faculty are also technologically advanced. Their view of the future includes pervasive and easy access to technology resources for all members of the FHDA community, including students, as well as all staff, faculty, and managers.

The technology environment will have an integrated user interface that provides easy and intuitive access to the tools and information that students need to learn, that faculty need to improve student learning, that staff need to effectively provide high quality services and support, and that managers need to enhance effective decision-making and budgetary controls.

This technology environment will provide widespread access to the network, whether it be wired or wireless, on or off campus. It will be secure from virus and hacker attacks, yet easily provide information students and employees need without compromising confidential and personal data. It will also be maintained in a timely way to ensure reliability, and due to effective budgetary planning and a rational refresh plan, the technology (hardware and software) will be updated on a regular basis.

The information technology organization in this future state consists of highly skilled technical professionals who are dedicated to providing the highest possible quality of service for students, faculty, staff and administrators.   Since the development of the 2000 plan, the District IT organization (ETS) has reorganized and attracted new technology professionals who have come to the District with fresh ideas and skill sets that have helped to advance the District technologically. ETAC envisions that, due to the nature of technology changes, this ongoing review and reorganization of the IT staff will continue into the foreseeable future.

With this future scenario in mind, ETAC's vision for how information technology can be used to add value to the District, in support of the District's mission and goals can best be expressed as follows:

OUR TECHNOLOGY VISION STATEMENT

The Foothill De Anza Community College District envisions a community in which students, faculty and staff will have pervasive and easy access to the technology tools they need to improve student learning, work effectively, and communicate easily. Technology will be current, integrated, secure, reliable and available anywhere at anytime.

This vision statement is a challenging one for the District, particularly during difficult budgetary times.   Progress towards this vision will be made as the District begins to implement the goals and strategies contained in this Strategic Plan and in the operational plans that will follow. There

will be challenges ahead, certainly budgetary challenges if not others, also. However, we are committed to this vision as we move into the future with technology.

IV.   Our Information Technology Guiding Principles

The 2000 plan recognized that if the District is to be truly successful in achieving its information technology vision and accomplishing its strategic objectives, it would not be sufficient to do things right; the District must do the right things. The plan pointed out that a useful technique for being certain that individuals responsible for IT organizations are "doing the right thing," is to establish a set of guiding principles, with "principles" being defined as "simple, direct statements that describe what is determined to be good practice."   These principles should describe the fundamental values or criteria against which the institution is prepared to make decisions regarding the acquisition and use of information technology.

The following is a list of the Information Technology Guiding Principles for the Foothill-De Anza Community College District, as developed by ETAC during this planning process. These principles are based on the vision developed by ETAC and are intended to provide direction in overseeing the decisions and actions of the IT organization as it pursues the acquisition and implementation of information technology. (Some of these principles are reaffirmations of principles stated in the 2000 plan.)

➢ The mission of the District and the Colleges should inform decision-making regarding the use of technologies within the District.

➢ Student access and success should be the primary focus of our use of information technology.

➢ Technology must be accessible to all of the diverse populations of students, faculty and staff.

➢ Information technology must be responsive to changing student and community needs, as well as the current evolving state of technology.

➢ In order for our faculty and staff to work effectively and efficiently with technology we must provide ongoing professional development and training opportunities for all.

➢ We must have consistent, high quality technology support accessible to students, faculty and staff.

➢ We recognize that technology planning is an ongoing process and that we must regularly review and revise our goals and strategies so they remain relevant to the needs of the colleges and central services.

➢ Decisions about information technology resource allocations must be made in a collaborative manner with appropriate participation of individuals and constituency groups from the colleges and central services.

➢ We must be accountable for the efficient and effective use of our resources.

V.   Our Planning Assumptions

The following is a list of planning assumptions about the environment in which the Foothill-De Anza Community College District exists. These assumptions are based upon the observations and opinions of ETAC, as a reflection of the constituency groups they represent, and are intended to reflect the current factors that have a bearing on the development and implementation of the District's information technology strategic plan. As assumptions change, resulting goals, strategies and objectives will need to be modified as well. ETAC sees this occurring through an annual review process of the District's Information Technology Strategic Plan. (Note: There is no priority attributed to the order in which the assumptions are listed.)

Assumptions About Our Students
- Students will need to master "information literacy." Critical thinking, knowledge about reliable sources, etc., will be needed across the curriculum.
- Students will expect technology to be pervasively available.
- Socio-economic and cultural diversity will continue to drive what technology and tech skills students bring with them.
- Students will bring more technology devices to campus to use for learning and they will want a seamless interface with their technology and those technologies used on campus.
- Students will migrate to those colleges that are more technically sophisticated because technology makes it easier to learn.
- Student demand for wireless access will increase.
- Students will drive demand for various tech-based classes
- Student expectations about the use and capabilities of technology will rise over time.
- Students will expect services to be available on line (counseling, etc.)

Assumptions About Our Faculty
- There will be a continued need for faculty training on evolving technology.
- Faculty will expect, and will be expected, to deliver material/full courses on line, as well as provide enhancements to their instruction using technology.
- The capabilities of technology for teaching will continue to improve
- More and more faculty will want to bring their own mobile technology to campus.
- Faculty will expect more technology support.
- Over time a higher percentage of faculty will be using technology than are using it today.
- Faculty will expect to have ready access to integrated district information resources, including student information.
- Faculty will expect multimedia in the classroom.
- More faculty will be using technology in the classroom.
- As faculty are expected to use more technology in the classroom it will be more time taken away from focusing on course/discipline/content mastery.

Assumptions About Our Staff
- Staff will expect to have easy access to integrated district info/resources.
- Staff will continue to need training on evolving technology.
- Staff will use, and will be expected to use, technology.
- Staff will want a cohesive, user-friendly, user interface and technology to do their district work
- Staff will expect flexibility in their work/place/time – so that they can work at home.
- Not all staff will have equal access to technology because of their job descriptions.

- Staff will have the appropriate technology to do their job.
- Staff will need to have more efficient and effective communication with adjunct faculty.

Assumptions Related to Our Culture
- It is becoming more critical for people to adjust to changes in technology.
- With information becoming increasingly more available, it will become more important to know how to recognize what is valuable and what is not, how to organize it, and how to most appropriately use it.
- The culture keeps leading us toward wanting faster responses with emphasis on getting accurate answers back in an ever more timely manner.
- The expectation will be that you can find information electronically on anything at anytime.
- Technology will make it easier to find information one needs, so we will need to change the way we teach and learn.
- Our culture is changing such that individuals need to become active seekers of information, not just passive recipients of information.
- In order to turn more people into information seekers, we need to make it as easy as possible.
- Electronic communications are changing how we learn in ways that are unpredictable.

Assumptions Related to Technology
- Wireless will get more pervasive and will get faster and more secure; mobile devices will play a much bigger role.
- Technology will change the nature and kind of our communications.
- Not everyone accepts technology at the same rate, at the same pace.
- Technology in classes will change the nature of student-teacher interaction.
- Soon we should be able to connect to anywhere from any location using a mobile device.
- Technology will continue to become cheaper, faster, and more powerful.
- There will be more desire for self-service, which will drive a lot of what we need to do with technology.
- There will be an increased need for adaptive technologies to support the success of students with physical and learning disabilities.
- Intervention models and strategies will become more reliant on technology in order to deliver support and services to at-risk student populations.
- Technology is paradoxical; it makes life more complicated and simpler at the same time.
- We will want knowledge systems to help us handle all the available data.

Assumptions About Our Resources and the Budget
- Funding for technology will shift to less dependence on state funding and more external funding will be needed to support technology.
- Larger and larger portions of the district budget will be consumed by escalating costs in areas other than technology.
- A bond issue in 2006 will pass, which will provide for increased technology funding.
- Our budget will be impacted in different ways because of new/different technologies.
- We will continually need to re-prioritize our budget. And we'll need to do it quickly every time.
- There will be other centers or locations where we deliver instruction other than those that currently exist.

VI.   Our Information Technology Goals and Strategies

The following is a list of the Information Technology Strategic Goals and Strategies for 2005-2010. The goals are intended to be long-term, major targets or end results related to the survival, value and growth of the District, while strategies are defined as activities and resource allocations designed to achieve those goals.   These goal statements and strategies were developed by ETAC based on the information technology vision, guiding principles and the implications of the planning assumptions for the district.

Student Access and Success

> *Goal #1: Use information technology to enhance access, learning, retention and overall student success.*

Strategies:

1.1   Create a technology environment that will attract students to Foothill and De Anza Colleges because it enhances their ability to succeed.
1.2   Develop a consistent set of metrics to better evaluate the level of student access to learning technologies.
1.3   Provide support and troubleshooting assistance online in a web-based environment for students having technology related issues.
1.4   Provide a pervasive wireless environment to provide greater access to the Internet by students.
1.5   Develop a program and a budget plan for upgrading/replacing computers and other equipment available for student use on a regular cycle.
1.6   Continue development of the portal environment as a self-service one-stop-shop to provide students with greater access to student services and other district resources via the web.
1.7   Facilitate communication and the sharing of best practices amongst the instructional assistants and lab coordinators working in computer labs.

Classroom-Based Technology

> *Goal #2:   Integrate information technology into classroom-based instruction as appropriate to increase access to information and to enhance student learning.*

Strategies:

2.1   Provide levels of technology in the classroom that will lead to success for students of different learning modalities.
2.2   Continue development of more smart classrooms for faculty with the goal that all classrooms will have multimedia equipment by 2010.
2.3   Develop and implement mechanisms to improve retention and persistence in distance learning courses.
2.4   Establish district-wide and college-specific standards for technology-mediated course delivery tools.

2.5   Maintain classroom related technologies on a regular and efficient schedule.
2.6   Continually monitor industry trends to identify new technologies and their potential applications to teaching and learning and develop a process to communicate this information to the faculty and staff.

Technology-Mediated Learning

> *Goal #3: Develop and deliver high quality technology-mediated courses and programs designed to expand and enhance learning*

Strategies:

3.1   Provide technical support to assist faculty in the use of technology in the teaching and learning process, including the use of web-based technology to extend learning and communication opportunities beyond the classroom.
3.2   Provide training to instructors on how to teach using technology-mediated learning.
3.3   Develop strategies to encourage the development and use of open courseware.
3.4   Develop an organizational structure with support staff to assist in the development of high quality technology-mediated learning materials.
3.5   Provide instructional designers for faculty to support the creation of pedagogically sound learning materials.
3.6   Encourage development of "hybrid" course offerings.
3.7   Provide sufficient bandwidth to support the expansion of online content, including streaming media.
3.8   Implement comprehensive and detailed student surveys on their experience with mediated courses to establish a baseline for best practices.
3.9   Continue development of the Sakai-based ETUDES-ng course management system to provide an open source instructional delivery tool for faculty in the district.
3.10   Collect and disseminate "best practice" research related to technology-mediated learning.

Administrative Efficiency

> *Goal #4:   Provide, implement and support appropriate and secure information technology systems, including systems that support effective and efficient operations and that provide meaningful data for decision-making.*

Strategies:

4.1   Develop and implement a plan for providing the appropriate technology to effectively support the operations of the district.
4.2   Conduct a needs assessment, investigate, recommend procurement, and implement a new educational information system (student, financial and human resources, and others) for the district that will effectively support the business operations of the district.
4.3   Expand the use of technologies such as the portal and workflow processing, to automate routine tasks and "paperwork."
4.4   Provide self-service web-based functionality for students, faculty and staff, allowing easier access to information district-wide.

4.5   Provide secure off-campus access to District technology resources and information with the goal of making it possible for administrators, staff and faculty to operate from off-site as effectively as they can in their offices.

4.6   Continue expansion of the institutional research data warehouse and use web-based technologies to provide wider access to the data.

Professional Development

> *Goal #5:   Provide ongoing technology-related professional development and training programs for all employees.*

Strategies:

5.1   Develop and implement methods for obtaining faculty and staff input related to technology training needs.

5.2   Identify basic technology skill-levels for faculty and staff, and provide training opportunities for attaining these levels.

5.3   Support release time and tuition incentives for employees to benefit from available educational and training opportunities.

5.4   Encourage development of courses that help fill staff development needs.

5.5   Create an ongoing district-wide training program that offers a variety of alternatives (delivery mode, times and days) in which professional development and training can be obtained, including training on both administrative and academic technologies and applications.

5.6   Provide ongoing and current information to all employees about what technology is currently available throughout the District and how to access it.

5.7   Establish and implement a web-based training site, containing self-paced modules for training and professional growth.

Communication

> *Goal #6: Use technology strategically to facilitate effective communication and open access to information.*

Strategies:

6.1   Provide support for technologies that facilitate other methods of communication, such as blogging, instant messaging, and RSS.

6.2   Encourage all employees to use their district-provided email address to facilitate easy sharing of information and better communications.

6.3   Create mechanisms that will improve understanding of how and where to access needed services.

6.4   Establish methods and practices for the open sharing of information among the various entities in the district, and provide appropriate technology to meet them.

6.5   Provide technologies that will allow secure off-campus access to District technology resources and information so that administrators, staff and faculty can work as effectively off-site as they can in their offices.

6.6   Provide specific training related to policies associated with ADA requirements, fair-use copyright law, intellectual property, etc.

6.7   Provide ongoing and current information to all faculty and staff about what technology is currently available throughout the District and how to access it.

Fiscal Resources

> *Goal #7: Allocate an appropriate portion of district funds for information technology as a part of a comprehensive long-range plan for achieving the district mission.*

Strategies:

7.1   Provide strong advocacy at the state level to support appropriate funding for technology and technology support.

7.2   Prioritize IT spending in accordance with institutional goals, making choices that can be effectively funded on an ongoing basis by identified and allocated funds.

7.3   Develop a funding plan so that technology can be refreshed on a regular and predictable basis and incorporate Total Cost of Ownership (TCO) concepts into the acquisition and support of information technology.

7.4   Work to secure partnerships with industry that can provide alternate methods of acquiring and supporting technology in the district.

7.5   Structure future bond issues with specific funding appropriations for technology related projects, services and IT maintenance.

Information Technology Organization and Governance

> *Goal #8: Maintain an appropriate information technology governance structure with major responsibility for prioritizing and coordinating information technology initiatives in accordance with district and college Educational Master Plans.*

Strategies:

8.1   Maintain and support the Educational Technology Advisory Committee (ETAC) as the primary technology policy-making and advisory group in the district.

8.2   Develop annual ETS operational plans including measurable outcomes based on input from governance groups, faculty, staff, and management.

8.3   Create and maintain technology policy governance groups on each campus to deal with planning and policy at the college level.

8.4   Develop a process or structure for determining priorities for project implementation and coordinating projects amongst and between the two colleges and Central Services.

Security and Privacy

> *Goal #9:   Provide and maintain secure information technology systems that protect personal data and the district IT infrastructure.*

Strategies:

9.1   Adopt and implement a security policy that includes procedures for dealing with internal and external threats and incidents.

9.2   Develop and implement procedural safeguards that protect confidential and personal information.

9.3   Perform periodic audits to gauge compliance with policy.

9.4   Perform periodic audits to gauge appropriateness of policy to changing conditions.

9.5   Investigate, acquire, and implement appropriate technology to enforce policy.

9.6   Increase campus awareness of security issues and best practices, professional ethics and responsibility.

9.7   Communicate security risks and potential solutions to all district employees on a regular basis.

9.8   Maintain levels of ETS personnel necessary to safeguard the security of the District's IT and data infrastructure.

VII.   ALIGNMENT

In order for this plan to be an effective tool for directing the acquisition and use of information technology within the District, it must be aligned with the overall strategic planning efforts of the District and the colleges. The Information Technology Vision, Guiding Principles and Goals are aligned with those of the colleges and the District as demonstrated on the following page.[*]

MISSION AND VISION

Foothill-De Anza Community College District
The Foothill-De Anza Community College District provides a dynamic learning environment that fosters excellence, opportunity and innovation in meeting the educational needs of our diverse students and community.

Foothill College	De Anza College
The vision for Foothill College is built on the following core values, purpose and mission. • Our core values are honesty, integrity, trust, openness and forgiveness. • Our purpose is to provide educational opportunity for all with innovation and distinction. • Our mission is to provide lower division academic instruction, career programs, and continuous workforce improvement to advance California's economic growth and global competitiveness.	Mission Building on its tradition of excellence, De Anza College challenges students of every background • to develop their intellect, character and abilities, • to achieve their educational goals, and • to serve their community in a diverse and changing world. Purpose To accomplish its mission, De Anza College provides • a quality teaching and learning environment and • sound educational programs and services, accessible and responsive to the needs and interests of the people of our community. Outcomes De Anza College fulfills its mission by fostering successful students who become • knowledgeable and self-directed members of the workplace • appreciative of the aesthetic expressions of humankind, • vital participants in the diverse cultures of our community • informed and active citizens of the world, and • lifelong learners.

Information Technology Vision
The Foothill De Anza Community College District envisions a community in which students, faculty and staff will have pervasive and easy access to the technology tools they need to improve student learning, work effectively, and communicate easily. Technology will be current, integrated, secure, reliable and available anywhere at anytime.

VALUES AND GUIDING PRINCIPLES

Foothill-De Anza Community College District

1. The Foothill-De Anza Community College District commits itself to serving our students, our local communities, and the people of the state of California, and considers the following values as cornerstones of our mission:
   - *pursuing truth and knowledge*
   - *recognizing inherent potential in all people*
   - *fostering informed and responsible citizenship*
   - *maintaining academic rigor and inquiry*
   - *developing cultural and global awareness*
   - *generating creativity and creative expression*
   - *promoting ethics and ethical behavior*
   - *promoting environmental sustainability*

2. Foothill-De Anza provides:
   - *high quality educational opportunities for all our students*
   - *an environment that is respectful of human dignity and diversity*
   - *the resources necessary to realize the vision and mission of the district*

Foothill College Core Values	De Anza College Core Values
• Honesty • Integrity • Trust • Openness • Forgiveness	• Institutional integrity • Community Relationships • Diversity • Quality of student and staff life learning • Access and quality in concert • Collegiality • Self-assessment and innovation • Student success • A "Personal Best"

Information Technology

- The mission of the District and the Colleges should drive decision-making regarding the use of technologies within the District.
- Equitable student access and success should be the primary focus of our use of information technology.
- Technology must be accessible to all of the diverse populations of students, faculty and staff.
- Information technology must be responsive to changing student and community needs, as well as the current evolving state of technology.
- In order for our faculty and staff to work effectively and efficiently with technology we must provide ongoing professional development and training opportunities for all.
- We must have consistent, high quality technology support accessible to students, faculty and staff.
- We recognize that technology planning is an ongoing process and that we must regularly review and revise our goals and strategies so they remain relevant to the needs of the district.
- Decisions about information technology resource allocations must be made in a collaborative manner with appropriate participation of individuals and constituency groups throughout the district.
- We must be accountable for the efficient and effective use of our resources.

GOALS, STRATEGIES AND QUALITY INDICATORS

<table>
<tr><td colspan="3" align="center">Foothill-DeAnza Community College District

Opportunity: Provide greater access for students from diverse backgrounds and cultures seeking higher education
Quality: Increase student success by maintaining high standards and closing the performance gaps
Accountability: Ensure fiscal stability, planned growth and the wise and careful use of district's resources
Sustainability: Preserve the learning environment and enhance the excellence of the district for future generations</td></tr>
<tr>
<td align="center">Foothill College
Quality Indicators</td>
<td align="center">De Anza College
Quality Indicators</td>
<td align="center">Information Technology Goals</td>
</tr>
<tr>
<td>Access: Educational Opportunity for All</td>
<td>Attractiveness to students</td>
<td>Goal #1: Use information technology to enhance access, learning retention and overall student success.
Goal #2: Integrate information technology into classroom-based instruction as appropriate to increase access to information and to enhance student learning.</td>
</tr>
<tr>
<td>Student Success: Improving Student Performance</td>
<td>Comprehensive quality programs</td>
<td>Goal #1: Use information technology to enhance access, learning retention and overall student success.
Goal #2: Integrate information technology into classroom-based instruction as appropriate to increase access to information and to enhance student learning.
Goal #3: Develop and deliver high quality technology mediated courses and programs designed to expand and enhance learning opportunities.</td>
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<tr>
<td>Pedagogy: Scholarship and Support of Learning</td>
<td>Exemplary faculty and staff</td>
<td>Goal #1: Use information technology to enhance access, learning retention and overall student success.
Goal #2: Integrate information technology into classroom-based instruction as appropriate to increase access to information and to enhance student learning.
Goal #3: Develop and deliver high quality technology mediated courses and programs designed to expand and enhance learning opportunities.
Goal #5: Provide ongoing technology-related professional development and training programs for all employees.</td>
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<tr>
<td>Climate for Learning</td>
<td>Collegial campus climate and successful shared governance</td>
<td>Goal #1: Use information technology to enhance access, learning retention and overall student success.
Goal #2: Integrate information technology into classroom-based instruction as appropriate to increase access to information and to enhance student learning.
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</tr>
<tr>
<td>Fiscal and Enrollment Stability</td>
<td>Fiscal soundness</td>
<td>Goal #7: Allocate an appropriate portion of district funds for information technology as part of a comprehensive long-range plan for achieving the district mission.</td>
</tr>
<tr>
<td>Reputation: Innovation and Distinction</td>
<td>Reputation</td>
<td>Achievement of each of the IT goals will enhance the District's reputation locally, regionally and nationally.</td>
</tr>
</table>

VIII. Major Initiatives

This IT Strategic Plan is broad-based and focuses on providing a roadmap for Foothill-De Anza for using technology to add value to the District's and the Colleges' mission and goals. Each goal and its accompanying strategies provide clear direction for appropriate departments and divisions within the District.

All nine of the IT goals within this plan are important, as are all of the strategies identified for each goal. There are five major initiatives, however, that can be seen as critical for the District, and must be addressed early in the life of this strategic plan. They are:

➢ provision of support and guidance for continued integration of technology into the delivery of instruction and support services to enhance student success and performance;

➢ development of an effective budgetary plan that will provide sufficient resources to maintain, upgrade, and refresh all district technology (desktop computers, network and security equipment, servers, telephone system, and software) on a regular basis, according to industry standards;

➢ completion of a needs assessment, investigation, and recommendation concerning an effective educational information system (student, financial and human resources, and others) that will effectively support the business operations of the district;

➢ provision of professional development and training opportunities for faculty and staff;

➢ development of IT tactical plans that address the timing and resources requirements for each of the strategies listed in this Strategic Plan.

IX. Information Technology Governance

The Educational Technology Advisory Committee (ETAC) was created as part of the 2000 technology strategic planning process. Made up of two representatives from each of the various constituency groups (students, faculty, classified staff, administrators) and each of the three sites in the district (Foothill, De Anza, and Central Services), as well as one representative each from FA and SEIU, it is a truly representative group.

ETAC has functioned well in the intervening years, accomplishing quite a lot. It has served as an advisory group to the Vice Chancellor of Technology, and made significant progress on formulating a number of policies that have been accepted and passed by the Chancellor's Advisory Council – and even the Board. Among those accomplishments are the following: the creation of a new email naming scheme, ongoing hardware and software standards, a Section 508 policy regarding accessibility standards for acquisition of technology, and a policy on computer server usage and support. However, perhaps most significantly was the rewrite the computer and network use policy, which was passed as Board policy in 2003. All of these policies can be found at the ETS web site (http://ets.fhda.edu/etac/policies#Policies). And the completion of this plan is another significant accomplishment. It is remarkable to note that these accomplishments

have occurred with significant turnover in the membership of the committee. There are several dynamics that have led to these successes and the current members want to recognize those as a potential model for other similar governance groups in the district. Among those are:

- ETAC has a clearly defined mission.
- Members understood that they were a policy group that should review everything in light of what was best for the district; personal or special interest agendas were left outside the meetings.
- The committee met consistently at regularly scheduled times and locations, with a pre-determined agenda.
- A committee web site was maintained regularly with information about committee membership, meeting agendas, and minutes of all meetings.
- ETAC membership was dedicated, consistently worked well together, and understood the mission of the committee.

ETAC believes that the success of this plan will be measured by how well it is communicated to the larger district community. Therefore each ETAC member is committed to sharing the plan with his or her constituency group and receiving feedback within a month. The plan also will be shared with the primary governance groups on each campus (College Roundtable at Foothill, and the College Council at De Anza), and the district Chancellor's Advisory Council, for their approval.

X.   Educational Technology Services Mission and Structure

The information technology (IT) organization in any institution has primary responsibility for ensuring that the institution's vision for the use of information technology is achieved and that the policies, plans and strategies set forth through the governance structure are implemented. It is the role of ETS to provide leadership, technical expertise, and technical support services within the Foothill-De Anza District. In order to accomplish its goals, ETS must have a clearly written mission statement that is widely communicated to all of the stakeholders of the institution.

As stated on its web site, the Mission of Educational Technology Services (ETS) is as follows:

> *The mission of ETS is to provide quality technical service and a reliable infrastructure for the faculty, managers, staff, and students of the Foothill-De Anza Community College District. We assist them in accomplishing the goals of the colleges' and district's educational master plans by providing:*
> - *technical assistance in support of the teaching and learning process;*
> - *consulting and programming services for students, faculty and staff;*
> - *reliable, fast, secure, and easy-to-use computer, voice, and network systems and services;*
> - *leadership on how to improve learning through effective and accurate research and data analysis*

XI. Next Steps

This plan provides the strategic vision that the district should follow as it moves forward with technology. It is based on the mission and goals of the district and the two colleges. ETAC, representing the colleges and central services, developed this plan with the belief that the district will make a good faith effort to follow its recommendations. However, ETAC also recognizes that the district is currently facing challenging economic times that may compromise or alter the recommendations contained herein. For that reason, ETAC suggests that operational plans that are based on the goals and strategies in this plan be developed for and by the colleges and central services. These plans should be reviewed on an annual basis and be closely linked to the budgeting process so that it is clear what resources are required for successful completion of the plans.

The Implementation Grid that is included in Section XII of this plan contains a column that indicates the individual, division or group that has major responsibility for implementation of each of the IT strategies identified during this planning process. It will be the responsibilities of these individuals or groups to develop the annual operating plans and appropriate budget requests for each of the assigned strategies.

On a regular basis, the District, through ETAC, should also revisit the planning assumptions and the District's accomplishments against the strategic plan, and update or modify this strategic action plan as required.

XII. IMPLEMENTATION GRID

For each of the goals and strategies identified in this IT Strategic Plan, either an individual or group at the district level or an individual at the campus level has been identified as the responsible party to ensure that the strategies are appropriately implemented. Where the individual or group responsible is at the district level, they will work with appropriate campus-based individuals on implementation of the assigned strategies.

GOALS		STRATEGIES	DEPENDENCIES	RESPONSIBLE PARTY
Goal #1: Use information technology to enhance access, learning, retention and overall student success.	1.1	Create a technology environment that will attract students to Foothill and De Anza Colleges because it enhances their ability to succeed.	Strategies 7.3, 7.4, 7.5	Chief Technology Officer
	1.2	Develop a consistent set of metrics to better evaluate the level of student access to learning technologies.		Chief Technology Officer and Executive Director Institutional Research & Planning
	1.3	Provide support and troubleshooting assistance online in a web-based environment for students having technology related issues.		
	1.4	Provide a pervasive wireless environment to provide greater access to the Internet by students.	Strategies 7.3, 7.4, 7.5	Director, Networks and Client Services
	1.5	Develop a program and a budget plan for upgrading/replacing computers and other equipment available for student use on a regular cycle.	Strategies 7.3, 7.4, 7.5	Chief Technology Officer, Chief Business Officer
	1.6	Continue development of the portal environment as a self-service one-stop-shop to provide students with greater access to student services and other district resources via the web.		Director, Information Systems
	1.7	Facilitate communication and the sharing of best practices amongst the instructional assistants and lab coordinators working in computer labs.		Director, networks and Client Services

GOALS	STRATEGIES	DEPENDENCIES	RESPONSIBLE PARTY
Goal #2: Integrate information technology into classroom-based instruction to increase access to information and to enhance student learning	2.1 Provide levels of technology in the classroom that will lead to success for students of different learning modalities.	Strategies 7.3, 7.4, 7.5	Instructional Deans and Director, Networking and Client Services
	2.2 Continue development of more smart classrooms for faculty with the goal that all classrooms will have multimedia equipment by 2010.	Strategies 7.3, 7.4, 7.5	Instructional Deans and Director, Networking and Client Services
	2.3 Develop and implement mechanisms to improve retention and persistence in distance learning courses.		Dean, Distance and Mediated Learning, Foothill College; TBD, De Anza College
	2.4 Establish district-wide and college-specific standards for technology-mediated course delivery tools.		??
	2.5 Maintain classroom related technologies on a regular and efficient schedule.	Strategies 7.3, 7.4, 7.5	Director, Networking and Client Services
	2.6 Continually monitor industry trends to identify new technologies and their potential applications to teaching and learning and develop a process to communicate this information to the faculty and staff.		Dean, Distance and Mediated Learning, Foothill College; TBD, De Anza College

GOALS	STRATEGIES	DEPENDENCIES	RESPONSIBLE PARTY
Goal #3: Develop and deliver high quality technology-mediated courses and programs designed to expand and enhance learning.	3.1 Provide technical support to assist faculty in the use of technology in the teaching and learning process, including the use of web-based technology to extend learning and communication opportunities beyond the classroom.		Dean, Distance and Mediated Learning, Foothill College; TBD, De Anza College??
	3.2 Provide training to instructors on how to teach using technology-mediated learning.		Dean, Distance and Mediated Learning, Foothill College; TBD, De Anza College
	3.3 Develop strategies to encourage the development and use of open courseware.		
	3.4 Develop an organizational structure with support staff to assist in the development of high quality technology-mediated learning materials.		Colleges
	3.5 Provide instructional designers for faculty to support the creation of pedagogically sound learning materials.		Colleges
	3.6 Encourage development of "hybrid" course offerings.		Colleges
	3.7 Provide sufficient bandwidth to support the expansion of online content, including streaming media.		Director, Networking and Client Services
	3.8 Implement comprehensive and detailed student surveys on their experience with mediated courses to establish a baseline for best practices.		Executive Director Institutional Research & Planning
	3.9 Continue development of the Sakai-based ETUDES-ng course management system to provide an open source instructional delivery tool for faculty in the district.		Dean, Distance and Mediated Learning, Foothill

	3.10 Collect and disseminate "best practice" research related to technology-mediated learning.		Executive Director Institutional Research & Planning

GOALS	STRATEGIES	DEPENDENCIES	RESPONSIBLE PARTY
Goal #4: Provide, implement and support appropriate and secure information technology systems, including systems that support effective and efficient operations and that provide meaningful data for decision-making.	4.1 Develop and implement a plan for providing the appropriate technology to effectively support the operations of the district.		Chief Technology Officer
	4.2 Conduct a needs assessment, investigate, recommend procurement, and implement a new educational information system (student, financial and human resources, and others) for the district that will effectively support the business operations of the district.		Chief Technology Officer, Director of Information Systems
	4.3 Expand the use of technologies such as the portal and workflow processing, to automate routine tasks and "paperwork."		Director of Information Systems
	4.4 Provide self-service web-based functionality for students, faculty and staff, allowing easier access to information district-wide.		Director of Information Systems
	4.5 Provide secure off-campus access to District technology resources and information with the goal of making it possible for administrators, staff and faculty to operate from off-site as effectively as they can in their offices.		Director of Information Systems and Director Networking and Client Services
	4.6 Continue expansion of the institutional research data warehouse and use web-based technologies to provide wider access to the data.		Executive Director Institutional Research & Planning

GOALS	STRATEGIES		DEPENDENCIES	RESPONSIBLE PARTY
Goal #5: Provide ongoing technology-related professional development and training programs for all employees.	5.1	Develop and implement methods for obtaining faculty and staff input related to technology training needs.		Chief Technology Officer
	5.2	Identify basic technology skill-levels for faculty and staff, and provide training opportunities for attaining these levels.		
	5.3	Support release time and tuition incentives for employees to benefit from available educational and training opportunities.		
	5.4	Encourage development of courses that help fill staff development needs.		
	5.5	Create an ongoing district-wide training program that offers a variety of alternatives (delivery mode, times and days) in which professional development and training can be obtained, including training on both administrative and academic technologies and applications.		Chief Technology Officer
	5.6	Provide ongoing and current information to all employees about what technology is currently available throughout the District and how to access it.		Chief Technology Officer
	5.7	Establish and implement a web-based training site, containing self-paced modules for training and professional growth.		Chief Technology Officer

GOALS	STRATEGIES		DEPENDENCIES	RESPONSIBLE PARTY
Goal #6: Use technology strategically to facilitate effective communication and open access to information.	6.1	Provide support for technologies that facilitate other methods of communication, such as blogging, instant messaging, and RSS.		ETS managers
	6.2	Encourage all employees to use their district-provided email address to facilitate easy sharing of information and better communications.		All District Managers, as coordinated by Chief Technology Officer
	6.3	Create mechanisms that will improve understanding of how and where to access needed services.		
	6.4	Establish methods and practices for the open sharing of information among the various entities in the district, and provide appropriate technology to meet them.		ETS managers
	6.5	Provide technologies that will allow secure off-campus access to District technology resources and information so that administrators, staff and faculty can work as effectively off-site as they can in their offices.		Director of Information Systems and Director Networking and Client Services
	6.6	Provide specific training related to policies associated with ADA requirements, fair-use copyright law, intellectual property, etc.		Chief Technology Officer
	6.7	Provide ongoing and current information to all faculty and staff about what technology is currently available throughout the District and how to access it.		Chief Technology Officer

GOALS	STRATEGIES		DEPENDENCIES	RESPONSIBLE PARTY
Goal #7: Allocate an appropriate portion of district funds for information technology as a part of a comprehensive long-range plan for achieving the district mission..	7.1	Provide strong advocacy at the state level to support appropriate funding for technology and technology support.		Executive Managers (Chancellor, Vice Chancellor of Business and Vice Chancellor of Technology)
	7.2	Prioritize IT spending in accordance with institutional goals, making choices that can be effectively funded on an ongoing basis by identified and allocated funds.		Vice Chancellor of Technology, ETAC, CAC, Executive Managers
	7.3	Develop a funding plan so that technology can be refreshed on a regular and predictable basis and incorporate Total Cost of Ownership (TCO) concepts into the acquisition and support of information technology.		Vice Chancellor of Business and Vice Chancellor of Technology
	7.4	Work to secure partnerships with industry that can provide alternate methods of acquiring and supporting technology in the district.		Vice Chancellor of Technology
	7.5	Structure future bond issues with specific funding appropriations for technology related projects, services and IT maintenance.		Vice Chancellor of Business and Vice Chancellor of Technology
Goal #8: Maintain an appropriate information technology governance structure with major responsibility for prioritizing and coordinating information technology initiatives in accordance with district and college Educational Master Plans.	8.1	Maintain and support the Educational Technology Advisory Committee (ETAC) as the primary technology policy-making and advisory group in the district.		Vice Chancellor of Technology
	8.2	Develop annual ETS operational plans including measurable outcomes based on input from governance groups.		Vice Chancellor of Technology
	8.3	Create and maintain technology policy governance groups on each campus to deal with planning and policy at the college level.		College Presidents
	8.4	Develop a process or structure for		District senior managers

	determining priorities for project implementation and coordinating projects amongst and between the two colleges and Central Services.		

GOALS	STRATEGIES	DEPENDENCIES	RESPONSIBLE PARTY
Goal #9: Provide and maintain secure information technology systems that protect personal data and the district IT infrastructure.	9.1 Adopt and implement a security policy that includes procedures for dealing with internal and external threats and incidents.		Director of Information Systems and Director Networking and Client Services
	9.2 Develop and implement procedural safeguards that protect confidential and personal information.		Director of Information Systems and Director Networking and Client Services
	9.3 Perform periodic audits to gauge compliance with policy.		Director of Information Systems and Director Networking and Client Services
	9.4 Perform periodic audits to gauge appropriateness of policy to changing conditions.		Chief Technology Officer, Director of Information Systems and Director Networking and Client Services
	9.5 Investigate, acquire, acquire and implement appropriate technology to enforce policy – firewalls, content filters, traffic shapers, etc.		Director of Information Systems and Director Networking and Client Services
	9.6 Increase campus awareness of security issues and best practices, professional ethics and responsibility.		Chief Technology Officer, Director of Information Systems and Director Networking and Client Services
	9.7 Communicate security risks and potential solutions to all district employees on a regular basis.		Chief Technology Officer
	9.8 Maintain levels of ETS personnel necessary to safeguard the security of the District's IT and data infrastructure.		Chief Technology Officer

IX. Appendix

EDUCATIONAL TECHNOLOGY ADVISORY COMMITTEE
(ETAC)

Listed below are the individuals who were members of ETAC at some point during the 2003-04 and the 2004-05 academic years during the time when it was engaged in the technology strategic planning process.

Kim Chief Elk	Central Services HR
Tom Dolen	De Anza Faculty
Jamie Doll	Foothill Faculty
Linda Elvin	De Anza Classified
David Gillett	De Anza Classified
Gerry Gyuire	Central Services ETS
Jeanine Hawk	De Anza Manager
Jim Haynes	De Anza Faculty
Scott Heffner	De Anza Faculty (FA)
Allison Lenkeit	Foothill Faculty
Chuck Lindauer	Foothill Manager
Sharon Luciw	Central Services ETS
Dan Mitchell	De Anza Faculty
Penny Patz	Foothill Manager
Willie Pritchard, Chair	Central Services ETS
Israr Qumer	De Anza Student
Eric Rosenthal	Foothill Classified
Jefferson Shirley	De Anza Faculty
John Swensson	De Anza Manager
Kristin Tripp-Caldwell	Foothill Faculty
Kathleen Turner	Foothill Classified
Jaci Ward	De Anza Manager